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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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Name of Principal **Mr. Charles D. Marsee**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Princeton Charter School**

(As it should appear in the official records)

School Mailing Address **575 Ewing Street**

(If address is P.O. Box, also include street address)

**Princeton****New Jersey****08540-2760**

City

State

Zip Code+4 (9 digits total)

Tel. **(609) 924-0575**Fax **(609) 924-7183**Website/URL **www.pcs.k12.nj.us**E-mail **cmarsee@aol.com**

I have reviewed the information in this application, including the eligibility requirements on page 22, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date **February 6, 2004**

Name of Superintendent\* **Charles D. Marsee – Head of Princeton Charter School**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Princeton Charter School**Tel. **(609) 924-0575**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson **Dr. Peter Yianilos**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date **February 6, 2004**

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

<u>1</u>	Elementary schools— <b>Charter School</b>
_____	Middle schools
_____	Junior high schools
_____	High schools
_____	Other (Briefly explain)
<u>1</u>	TOTAL
  
2. District Per Pupil Expenditure: \$8,494 (2001-02 state audited per pupil expenditure for Princeton Charter School)
  
- Average State Per Pupil Expenditure:
 

<u>\$9,598</u>	(2001-02 All Operating Types)
<u>\$8,338</u>	(2001-02 Operating Type K-8)
<u>\$8,624</u>	(2001-02 Operating Type Charter)

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural
  
4. 6.5 years Number of years the principal has been in her/his position at this school.  
N/A If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	7	9	16		7	28	15	43
1	11	10	21		8	21	18	39
2	11	9	20		9			
3	14	8	22		10			
4	11	13	24		11			
5	25	21	46		12			
6	27	20	47		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								278

6. Racial/ethnic composition of the students in the school:
- |             |                                |
|-------------|--------------------------------|
| <u>72%</u>  | White                          |
| <u>8%</u>   | Black or African American      |
| <u>5%</u>   | Hispanic or Latino             |
| <u>15%</u>  | Asian/Pacific Islander         |
| <u>0%</u>   | American Indian/Alaskan Native |
| <u>100%</u> | <b>Total</b>                   |

7. Student turnover, or mobility rate, during the past year: 2.9% (2002-03)

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>4</b>
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>3</b>
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>7</b>
(4)	Total number of students in the school as of October 1	<b>239</b>
(5)	Subtotal in row (3) divided by total in row (4)	<b>.029</b>
(6)	Amount in row (5) multiplied by 100	<b>2.9%</b>

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient

Number of languages represented: N/A

Specify languages: N/A

9. Students eligible for free/reduced-priced meals: 5.76%

16 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5.4%  
15 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff—As of 2/2/04**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>3*</u>
Classroom teachers	<u>19</u>	<u>8-3*=5</u>
Special resource teachers/specialists	<u>0**</u>	<u>0**</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>26</u>	<u>12</u>

**\*The head of school and two assistant heads of school serve as part-time administrators and part-time classroom teachers; they are counted once for the column total in this question under part-time administrators.**

**\*\*Princeton Charter School contracts with Middlesex County Educational Services Commission for special education teachers and a child study team. The school also contracts for school nurse and maintenance services.**

12. Average school student-“classroom teacher” ratio: 12.1:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<b>95.7%</b>	<b>96.0%</b>	<b>94.6%</b>	<b>94.0%</b>	<b>95.0%</b>
Daily teacher attendance	<b>100.0%</b>	<b>100.0%</b>	<b>99.0%</b>	<b>98.0%</b>	<b>98.0%</b>
Teacher turnover rate	<b>4.5%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Student dropout rate	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Student drop-off rate	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	100 %

N/A

## **PART III – SUMMARY—Narrative Snapshot of the School**

Chartered and opened in 1997 as one of the state's first charter schools, Princeton Charter School is located in Princeton Township, New Jersey. Accredited by the American Academy for Liberal Education, the school currently enrolls 278 students in kindergarten to grade 8.

The school's mission is to provide its diverse student body the best possible education by focusing on the fundamental academic disciplines in an atmosphere that affirms academic achievement. The school set the following objectives for its students:

- ◆ Develop effective written and oral communications skills using standard English;
- ◆ Acquire mathematical reasoning and skills;
- ◆ Learn about the political, economic, cultural, geographic, and technological forces that have shaped the history of the world;
- ◆ Acquire knowledge and skills in science and conduct inquiries using the scientific method;
- ◆ Develop an appreciation of the arts and participate in their creation;
- ◆ Be able to speak, read, and write in a language other than English;
- ◆ Learn the essentials necessary for a healthy, safe, and physically fit life;
- ◆ Recognize the importance of hard work, personal responsibility, and respect for others; and
- ◆ Perform at comparably high achievement levels.

To meet these objectives, the school developed: (1) rigorous curricula tied to state, national, and international standards; (2) teaching methods that provide children support and challenges; (3) integrated formal assessments; (4) a school atmosphere encouraging academic achievement with high expectations for students and teachers; and (5) timely and complete communications with parents.

The school focuses on a strong foundation in Language Arts and Mathematics with one hour of instruction per day and daily homework assignments in each subject, appropriate text sequences to accommodate different learning styles and rates of progress, summer mathematics and reading assignments, challenging literature, and algebraic topics and geometry woven throughout the curriculum. Technology is integrated with keyboarding beginning in grade 3. Problem solving and decision-making skills are emphasized.

In the 2002 **New Jersey Grade Eight Proficiency Assessment**, Princeton Charter School had the highest percentage of students ranked Advanced Proficient in Science, the third highest percentage in Mathematics, and the eighth highest percentage in Language Arts Literacy among the state's 340 middle schools. Other school accomplishments include:

- ◆ Advanced placement in Algebra 2 or higher-level courses for students entering high school;
- ◆ Awards received by students in grades 6 to 8 for:
  - ◆ State competitions of the **New Jersey Mathematics League** and **MATHCOUNTS**;
  - ◆ National French competitions in **Le Grand Concours**; and
- ◆ Champions in the 2003 **New Jersey Scholastic Chess Tournament**.

The school offers avenues for parent involvement through governance (board of trustees and committees), volunteer activities, and daily involvement with their children's academic progress. In 2002-03, more than three-fourths of the families contributed either financially or by volunteering with the school. Approximately 20 local government and private organizations serve as community partners to complement the school's program.

## PART IV—INDICATORS OF ACADEMIC SUCCESS

### 1. ASSESSMENT RESULTS IN LANGUAGE ARTS AND MATHEMATICS

As part of the mission of Princeton Charter School to affirm student achievement, no students were excluded from any assessments for which data follow. The sample size is not sufficient to report subgroups and disaggregate data.

The New Jersey **State Assessment Program** consists of three tests in Language Arts, Mathematics, and Science. The school administered the **Grade Eight Proficiency Assessment (GEPA)** in 2000 to 2003, the **Elementary School Proficiency Assessment (ESPA)** in 1999 to 2002, and the **New Jersey Assessment of Skills and Knowledge (NJASK)** in 2003. The **ESPA** and **NJASK** were given in grade 4. All tests are designed to give indications of the progress of students in mastering skills and knowledge as described in the **New Jersey Core Curriculum Content Standards**. Scores take into account the number of correct responses and the level of difficulty of each question on the test. In reporting scores, the New Jersey Department of Education divides students into three categories: Partially Proficient (100 to 199), Proficient (200 to 249), and Advanced Proficient (250 to 300). Partially Proficient scores are below the state minimum level; students with these scores may need additional instructional support.

The results of the above state assessments in Language Arts Literacy, Mathematics, and Science appear on pages 14 to 19 for the **GEPA** and **ESPA/NJASK**. In Language Arts Literacy **GEPA**, 95 percent or greater of the students were Proficient or Advanced Proficient with the exception of one year at 88 percent. Mathematics **GEPA** results show 90 percent or greater of the students as Proficient or Advanced Proficient. Science **GEPA** results are similar with 95 percent or greater of the students as Proficient or Advanced Proficient. School mean scores are consistently above the state mean scores for the three tests.

**ESPA/NJASK** Language Arts Literacy results show improvement in the last three years to the point where 91 percent or greater of the students were Proficient or Advanced Proficient. **ESPA/NJASK** Mathematics scores show improvement in three of the last four years where 94 percent or greater of the students were Proficient or Advanced Proficient. For the three years that the **ESPA** Science test was administered, students ranked Proficient or Advanced Proficient at 91 percent or greater. School mean scores were consistently above the state mean scores for the three tests.

Students in grades 2 to 8 take the **Educational Records Bureau (ERB)** examinations each fall. As with the **GEPA** and **NJASK/ESPA**, results are used by teachers for diagnosis and remediation. Through an item analysis of results, scores are used to determine both individual student and class weaknesses. Results drive curriculum revision and individual student work; tutoring is provided when necessary. The **ERB** tests Language Arts areas and Mathematics areas and include an essay examination in writing. The skills tested are aligned with the **New Jersey Core Curriculum Content Standards**.

The **ERB** provide three sets of norms—National, Suburban, and Independent—as comparisons with scores of other students in the same grades in other schools. **Suburban Norms** provide a comparison of the students' achievement with their peers who attend other suburban schools; these are the norms reported on pages 20 to 26. Scores are tracked and reported as comparisons for the top-scoring and lowest-scoring 23 percent of students in each class. Results from the **ERB** tests show that the students exceed the suburban norms in the Language Arts areas and Mathematics areas. After attending Princeton Charter School for one full year, students typically show large gains in test scores. Thereafter, classes display at least a year's growth in all tested areas. The **ERB** test administered in grade 2 is used more for test-taking experience than for formal evaluation. Both the **State Assessment Program** and the **ERB** standardized tests emphasize the sustained high levels of achievement by the students at Princeton Charter School. All stakeholders—board members, administrators, teachers, staff, parents/guardians, and community partners—contribute to this achievement.



## 2. ASSESSMENT DATA TO IMPROVE STUDENT AND SCHOOL PERFORMANCE

Assessment of student achievement at Princeton Charter School begins with the classroom teachers. By observing and interacting with students and by grading homework, quizzes, and tests, teachers gauge how well students learned. The school's Assessment Plan ensures accountability for academic goals and assessments.

The Assessment Committee establishes milestones. The purposes of the milestones are to: (1) focus the curriculum in all subjects on critical learning; (2) emphasize the importance of key skills, knowledge, and attitudes; (3) motivate students to strive for academic excellence; (4) provide measurable evidence that students have mastered critical skills and knowledge; and (5) honor students for their achievement with certificates. Teacher-specialists (other than the classroom teachers) evaluate the students' milestones.

The school uses student assessment data to understand and improve student and school performance by: (1) reviewing **GEPA** and **NJASK/ESPA** results to ensure compliance with the **New Jersey Core Curriculum Content Standards**; (2) administering the **ERB** tests in early fall, allowing time for analyses and adjustments in curriculum suggested by the test results; (3) having the board of trustees review the full **ERB** report; (4) having the assistant heads of school review **ERB** results with every teacher and meet with parents who want to discuss their children's **ERB** test scores; (5) scheduling meetings with administrators and a board member who has a professional background in standardized testing to review all testing results; and (6) driving the work of academic-area Curriculum Committees that are comprised of the head of school, all teachers in the area, a board member, parents with knowledge in the field, and professionals in the field.

## 3. COMMUNICATING STUDENT PERFORMANCE TO PARENTS, STUDENTS, AND THE COMMUNITY

Princeton Charter School utilizes many vehicles to communicate student performance to parents, students, and the community. The school's quarterly report cards include both numerical and anecdotal information for students and parents. These reports cards are supplemented by interim reports for: (1) all students at the middle of the marking period and (2) students who are struggling in a class at any time during the marking period. Parent conferences are held two times each school year with 80 percent of the parents participating.

Teachers constantly inform their students and parents of results from classroom assessments and observations of student learning and behavior. Teachers are given schedules that provide a minimum of one period daily for conferences with individual or small groups of students and with parents. Homework assignments for kindergarten to grade 4 are written on the boards in the classrooms; a Homework Hotline for grades 5 to 7 appears on the school's website.

Parents are notified of class-wide results on the New Jersey **State Assessment Program**. Parents also receive a summary of results for each grade and the school as a whole from the **ERB** tests as well as a detailed report on their children's **ERB** scores. Parents are invited to discuss these scores and review the item analysis with an administrator and/or teacher.

The Friends of Princeton Charter School is a combination parent and fund raising organization supporting the school's efforts. The school also promotes and advocates community involvement. In evaluating the milestones for students in grade 8, one evaluator must be a member of the larger community and not a faculty member. The after-school tutoring program involves recent graduates of Princeton University. Regular press releases to local newspapers share the successes of the students and the school.

#### **4. HOW THE SCHOOL SHARES ITS SUCCESSES WITH OTHER SCHOOLS**

Princeton Charter School shares and will continue to share its successes with other schools. The school's website is divided into two sections: (1) parents/local community and (2) all educators. In the first section, important notices are posted along with the weekly newsletter to parents (which may also be obtained in paper copy). The second section was developed through a dissemination grant from the New Jersey Department of Education. In this section, educators may access the school's curriculum milestones, assessment and accountability procedures, the academic program, curriculum resources, professional development activities, and ways to communicate with parents.

The school recently composed four brochures to share with its stakeholders and the public; titles include Accountability, Learning to Read, Learning to Write, and Learning Mathematics. Formal presentations have been prepared on school milestones and assessment procedures as a means of explaining these areas.

As a New Jersey registered professional development provider, the school will sponsor a day of professional development workshops open to charter, traditional public, and private school faculty; this conference was first conducted in March 2003. A faculty member has presented at conferences sponsored by another charter school and a national association. The head of school participates actively in workshops and meetings with New Jersey Department of Education and the New Jersey Charter Public Schools Association.

A board member communicates regularly with local newspapers to ensure that the school's activities and accomplishments are shared with the community. The school receives and responds to many requests for information and visits to the school. Staff members have assisted newly approved charter schools, as they plan to open their doors for the first time. If selected as a No Child Left Behind—Blue Ribbon School, Princeton Charter School would welcome the opportunity to share its mission, objectives, academic program, and activities with a broader public.

## PART V—CURRICULUM AND INSTRUCTION

### 1. SCHOOL'S CURRICULUM

Princeton Charter School believes that children acquire genuine self-esteem through academic accomplishment. By focusing on core knowledge and essential skills acquired in an incremental and cumulative manner, children are provided the building blocks for learning. The school established a sequence of milestones as significant learning objectives that most students can achieve. Preference is given to tasks that cross subject-area boundaries and address the **New Jersey Core Curriculum Content Standards**. Technology is integrated throughout the curricula with regular assignments using the computer lab. Students begin keyboarding in grade 3 and learn computer applications in grades 7 and 8.

**Language Arts:** Students must learn to read so that they can read to learn. (See Part V—#2.) The acquisition of writing skills progresses in conjunction with reading. The main components of the writing program include expository and creative writing with emphasis on organization, grammar, syntax, spelling, and penmanship. Students write every day, and assignments are selected to encourage writing of all types. Grammar, syntax and language mechanics, spelling, and vocabulary are emphasized throughout the curriculum. Speaking, listening skills, and writing across the curriculum are also included.

**Science:** The program stresses quantitative reasoning, experimentation, and observation with classes meeting every day. Each year students study a topic in the life sciences, physical sciences, and earth and space sciences. Students in grades 5 to 8 have a fully equipped science lab enabling them to conduct safe, informative experiments to introduce and reinforce the concepts studied. Upon graduation, students have the foundations that they need for high school science courses and are capable of conducting inquiries using the scientific method. (See Part V—#3 for **Mathematics**.)

**World Languages:** The school offers a comprehensive program in French from kindergarten to grade 8. It provides an immersion experience for students by having class daily and by having French as the sole language of communication in class. Students achieve proficiency in French writing, speaking, reading, and listening comprehension. Subject matter is organized around themes from which vocabulary and grammar derive. The Spanish program is offered to students in grades 5 to 8; it is taught as a structured, cumulative approach. Students study all aspects of the language: listening, speaking, vocabulary, grammar, reading, writing, culture, and learning.

**Social Studies:** The program emphasizes the narrative quality of the human story; classes meet every day. History is taught in the early grades through stories, folk tales, legends, myths, and biographies; map and geography skills are also developed. In grade 4, students study American history. Starting with grade 5, students pursue a chronological study of world history and geography beginning with ancient civilizations and then continuing with classical civilizations. In grade 7, students study the middle ages and civics. Students explore the ideas behind modern governments around the world in grade 8.

**Arts:** The school offers music instruction in all grades twice a week for 45 minutes each period. The curriculum provides vocal instruction to every student and holds an annual music concert in which every student performs. Literature selected for performance is carefully reviewed and chosen for its historical content, diverse language and culture, style, and timely significance. Students are also taught music theory and composition with technology skills incorporated.

**Physical Education:** In the comprehensive health and physical education program, students learn about health promotion and disease prevention, human growth and development, nutritional science, accident and fire prevention, and physical activity concepts. Cooperation, sportsmanship, and skill development are emphasized in traditional team sports. In the spring, all students participate in the **President's Challenge Fitness Program**; each student receives an evaluation of his/her performance.

## 2. READING CURRICULUM

Princeton Charter School recognizes Language Arts skills as an essential part of a child's early education and utilizes guided reading with flexible reading groups. Guided reading is utilized by the school as the means to deliver its reading curriculum because it targets what the children need to learn—not only the phonetic/decoding side of reading but also reading comprehension. It offers the teacher flexibility to assess students and utilize reading groups by ability, so that all students remain challenged at all times.

The two types of reading conducted are: (1) teacher-guided reading where assignments are always reading levels above where the students' abilities are and (2) independent reading where assignments are at or slightly below the students' reading levels. The **Developmental Reading Assessment** by Celebration Press is the assessment given to each student individually to determine reading groups. Emerging readers are assessed every four weeks; more proficient readers are assessed every six to eight weeks. All groups are kept within the grade levels of the students. Weak readers also get individualized instruction using the **Wilson Reading System**—a phonetics-based program.

In early grades, teachers read poetry, folk tales, fables, and legends out loud to give students experience with a variety of literature and to inspire their interest in reading. Class discussions, guided by the teacher's thoughtful questions, promote analytical thinking, comprehension, and listening skills. As students advance in school, they read, discuss, interpret, analyze, and compare literature of all forms including plays, fiction, poetry, and non-fiction. Literature selected for reading provides students with a wide variety of challenging materials for all students. While the reading curriculum is phonics based, it still uses **SRA Open Court** offering students experiences in reading both picture books and short chapter books. To further challenge the students, trade books are incorporated with chapter books or other books selected by the individual students.

## 3. OTHER CURRICULUM AREA—MATHEMATICS

The principal elements that make the Mathematics curriculum at Princeton Charter School sufficiently rigorous to challenge all students include: (1) a balance between discovery directed by the exchange of ideas between the teacher and the class and direct presentation of material by the teacher; (2) algebraic topics and geometry woven throughout the curriculum; (3) textbooks at least one-grade level higher in grades 2 to 8; (4) computation as fundamental with problem-solving skills and strategies for word problems stressed; (5) one hour of instruction per day with daily homework assignments given; (6) summer assignments for all students; (7) annual state competitions for students in grades 6 to 8 that match their skills with students from other schools; and (8) computer science incorporated.

The problem-solving activities are carefully selected to challenge students to think creatively and extend their knowledge. Internal math, external science, and other real-world applications are taught to enable students to understand the power of mathematics as a scientific method and the unity and beauty of mathematics as a science in its own right. Concepts are reinforced by problems and practice materials. The teaching style and lesson plans involve a variety of both inductive and deductive types of activities to help the students learn the mathematical concepts. "Game days" are held where students solve mathematical puzzles (many of which are manipulative), play mathematical games (including chess), or work on their spatial ability by working with tangrams or Cuisenaire rods to create pattern or shape.

Teaching and learning in Mathematics are done through multiple groups based on achievement (four groups across grades 5 to 8 with approximately 10 to 12 students in a group with flexible groups in grade 5 that change by unit). The Mathematics curriculum affirms academic achievement, addresses the school's mission and focus, and meets or exceeds all of the **New Jersey Core Curriculum Content Standards**.

#### 4. DIFFERENT INSTRUCTIONAL METHODS TO IMPROVE STUDENT LEARNING

With a mission to provide its diverse student body the best possible education, Princeton Charter School starts each child at their individual achievement level and moves them through the curricula as far as possible. Students are grouped heterogeneously in classes except for Mathematics starting at grade 5. Teachers make appropriate adjustments in the instruction and assessment that may be necessary to address students with IEPs or other “at risk” students. The program also makes modifications for students who excel; gifted and talented students are taught in each class using accelerated materials/activities to challenge their knowledge and skills. Articulation with local high schools enables students to be tested and placed at sophomore-level or junior-level courses upon graduation.

Classroom teachers have time in their schedules to work with students in small groups or on a one-to-one basis. Teachers identify students in need of academic support during faculty meetings. Strategies to address the support needed are then developed by kindergarten to grade 4 teachers and teachers of grades 5 to 8. Modifications and supports to improve student learning are based on the individual needs of the students. Some methods used include: (1) using teaching strategies covering the multiple intelligences to accommodate various learning styles; (2) providing audio-visual aids to supplement instruction or to teach content in a different format more suitable to students’ learning styles; (3) shortening assignments to meet students’ educational abilities; (4) providing extra time on assignments to allow the opportunity for certain students to be successful; (5) utilizing teacher aides for in-class support for students with disabilities; (6) offering an after-school program with individual tutoring for students who need that degree of additional support; and (7) having a summer reading list and mathematics assignment to maintain skills while school is closed.

#### 5. PROFESSIONAL DEVELOPMENT PROGRAM

A concerted effort is made to identify professional development activities that support the mission of Princeton Charter School to assist staff in their own development and to improve student achievement. The Professional Development Committee annually submits the school’s Professional Development Plan to the Mercer County Professional Development Board; comments from the board on the December 2002 plan included “effective use of stakeholders and other schools” and “good alignment between professional development activities and the **New Jersey Core Curriculum Content Standards.**” The school has targeted the following academic and non-academic areas for action in its Professional Development Plan: (1) leverage the success of Princeton Charter School by providing leadership and guidance to other New Jersey charter schools, including an educator’s webpage available at the school’s website; (2) as a registered professional development provider, sponsor a second day of professional development workshops that is open to charter, traditional public, and private school faculty; (3) evaluate and revise existing curriculum; (4) develop curriculum for a pilot program in information technology; and (5) review outcomes in curriculum areas and school milestones to ensure that they mesh with the **New Jersey Core Curriculum Content Standards.** The head of school participated in **The Oxford Roundtable** at Oxford University in England in March 2003; this was a colloquium for governmental and business leaders to engage in discussion of contemporary educational policy issues. Other staff members have participated in national and state conferences related to their areas of expertise.

All professional development activities have: (1) improved student achievement by steering the school toward selecting development activities with student outcomes in mind, including a better focus on the **New Jersey Core Curriculum Content Standards** and the **New Jersey Professional Development Standards**; (2) added to the school’s growing capital of expertise and experience; (3) assisted experienced teachers to augment their content knowledge and hone their teaching techniques; (4) helped newer teachers learn to manage their classes better by emulating good, experienced teachers; and (5) helped teachers improve in addressing different learning styles for students.

**NEW JERSEY STATE CRITERION-REFERENCED TEST**  
**GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)**  
**LANGUAGE ARTS LITERACY**

	2002-03	2001-02	2000-01	1999-00	1998-99
<b>Testing Month</b>	March	March	March	March	Grade 8 Not Offered in School
<b>SCHOOL SCORES</b>					
% At or Above Partially Proficient	100.0%	100.0%	100.0%	100.0%	
% At or Above Proficient	95.2%	100.0%	88.0%	95.0%	
% At Advanced	42.9%	40.0%	12.0%	15.0%	
Number of students tested	21	20	25	20	
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
<b>SUBGROUP SCORES</b>	*	*	*	*	
<b>MEAN SCORES</b>					
Total Students	244.0	241.8	230.9	N/A	
General Education Students	244.9	241.8	230.9	230.8	
Special Education Students	*	*	*	*	
Limited English Speaking Students	*	*	*	*	
<b>STATE SCORES</b>					
% At or Above Partially Proficient	26.2%	26.8%	N/A	24.9%	
% At or Above Proficient	67.2%	64.9%	N/A	68.8%	
% At Advanced	6.6%	8.3%	N/A	6.3%	
State Mean Score	N/A	215.0	N/A	214.3	

\*Sample size was not sufficient to report as subgroup score.

N/A = Mean score or percentile not available.

**NEW JERSEY STATE CRITERION-REFERENCED TEST**  
**GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)**  
**MATHEMATICS**

	2002-03	2001-02	2000-01	1999-00	1998-99
<b>Testing Month</b>	March	March	March	March	Grade 8 Not Offered in School
<b>SCHOOL SCORES</b>					
% At or Above Partially Proficient	100.0%	100.0%	100.0%	100.0%	
% At or Above Proficient	90.5%	100.0%	96.0%	90.0%	
% At Advanced	61.9%	65.0%	68.0%	65.0%	
Number of students tested	21	20	25	20	
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
<b>SUBGROUP SCORES</b>	*	*	*	*	
<b>MEAN SCORES</b>					
Total Students	250.2	250.1	248.9	N/A	
General Education Students	248.7	250.1	248.9	256.9	
Special Education Students	*	*	*	*	
Limited English Proficient Students	*	*	*	*	
<b>STATE SCORES</b>					
% At or Above Partially Proficient	43.2%	41.8%	N/A	40.2%	
% At or Above Proficient	40.9%	42.2%	N/A	42.7%	
% At Advanced	15.9%	16.0%	N/A	17.0%	
State Mean Score	N/A	209.3	N/A	210.8	

\*Sample size was not sufficient to report as subgroup score.

N/A = Mean score or percentile not available.

**NEW JERSEY STATE CRITERION-REFERENCED TEST**  
**GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)**  
**SCIENCE**

	2002-03	2001-02	2000-01	1999-00	1998-99
<b>Testing Month</b>	March	March	March	March	Grade 8 Not Offered in School
<b>SCHOOL SCORES</b>					
% At or Above Partially Proficient	100.0%	100.0%	100.0%	100.0%	
% At or Above Proficient	95.2%	100.0%	96.0%	100.0%	
% At Advanced	71.4%	70.0%	48.0%	75.0%	
Number of students tested	21	20	25	20	
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
<b>SUBGROUP SCORES</b>	*	*	*	*	
<b>MEAN SCORES</b>					
Total Students	254.9	260.9	243.4	N/A	
General Education Students	254.8	260.9	243.4	256.1	
Special Education Students	*	*	*	*	
Limited English Proficient Students	*	*	*	*	
<b>STATE SCORES</b>					
% At or Above Partially Proficient	N/A	25.1%	N/A	26.3%	
% At or Above Proficient	N/A	56.0%	N/A	54.5%	
% At Advanced	N/A	18.9%	N/A	19.2%	
State Mean Score	N/A	221.5	N/A	220.2	

\*Sample size was not sufficient to report as subgroup score.

N/A = Mean score or percentile not available.



**NEW JERSEY STATE CRITERION-REFERENCED TEST**

**GRADE FOUR ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA)  
AND GRADE FOUR NJ ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)  
LANGUAGE ARTS LITERACY**

	<b>2002-03</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1999-00</b>	<b>1998-99</b>
<b>Assessment Given</b>	NJASK	ESPA	ESPA	ESPA	ESPA
<b>Testing Month</b>	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% At or Above Partially Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
% At or Above Proficient	100.0%	91.7%	100.0%	79.2%	70.8%
% At Advanced	8.7%	29.2%	10.5%	12.5%	8.3%
Number of students tested	23	24	19	24	24
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	*	*	*	*	*
<b>MEAN SCORES</b>					
Total Students	232.6	233.8	N/A	N/A	N/A
General Education Students	233.8	237.5	234.3	217.2	219.5
Special Education Students	*	*	*	*	*
Limited English Proficient Students	*	*	*	*	*
<b>STATE SCORES</b>					
% At or Above Partially Proficient	22.4%	20.9%	21.0%	44.9%	43.3%
% At or Above Proficient	73.8%	73.1%	69.9%	51.7%	54.1%
% At Advanced	3.8%	6.0%	9.1%	3.4%	2.6%
State Mean Score	N/A	216.8	218.1	197.4	199.7

\*Sample size was not sufficient to report as subgroup score.

N/A = Mean score or percentile not available.

**NEW JERSEY STATE CRITERION-REFERENCED TEST**

**GRADE FOUR ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA)  
AND GRADE FOUR NJ ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)  
MATHEMATICS**

	<b>2002-03</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1999-00</b>	<b>1998-99</b>
<b>Assessment Given</b>	NJASK	ESPA	ESPA	ESPA	ESPA
<b>Testing Month</b>	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% At or Above Partially Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
% At or Above Proficient	95.7%	87.5%	94.7%	95.8%	75.0%
% At Advanced	73.9%	75.0%	63.2%	58.3%	45.8%
Number of students tested	23	24	19	24	24
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	*	*	*	*	*
<b>MEAN SCORES</b>					
Total Students	254.6	253.8	N/A	N/A	N/A
General Education Students	257.2	261.2	250.5	249.3	235.5
Special Education Students	*	*	*	*	*
Limited English Speaking Students	*	*	*	*	*
<b>STATE SCORES</b>					
% At or Above Partially Proficient	32.0%	31.5%	34.1%	34.2%	39.4%
% At or Above Proficient	42.8%	41.3%	44.2%	46.5%	44.3%
% At Advanced	25.2%	27.2%	21.7%	19.3%	16.2%
State Mean Score	N/A	218.1	214.6	214.2	209.5

\*Sample size was not sufficient to report as subgroup score.

N/A = Mean score or percentile not available.

**NEW JERSEY STATE CRITERION-REFERENCED TEST**

**GRADE FOUR ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA)  
AND GRADE FOUR NJ ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)  
SCIENCE**

	<b>2002-03</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1999-00</b>	<b>1998-99</b>
<b>Assessment Given</b>	No State Test Offered	No State Test Offered	ESPA	ESPA	ESPA
<b>Testing Month</b>			May	May	May
<b>SCHOOL SCORES</b>					
% At or Above Partially Proficient			100.0%	100.0%	100.0%
% At or Above Proficient			100.0%	95.8%	91.7%
% At Advanced			80.0%	37.5%	62.5%
Number of students tested			20	24	24
Percent of total students tested			100.0%	100.0%	100.0%
Number of students excluded			0	0	0
Percent of students excluded			0	0	0
<b>SUBGROUP SCORES</b>			*	*	*
<b>MEAN SCORES</b>					
Total Students			N/A	N/A	N/A
General Education Students			260.9	249.0	247.1
Special Education Students			*	*	*
Limited English Proficient Students			*	*	*
<b>STATE SCORES</b>					
% At or Above Partially Proficient			N/A	14.0	14.3
% At or Above Proficient			N/A	56.8	51.6
% At Advanced			N/A	29.2	34.1
State Mean Score			N/A	230.7	231.6

\*Sample size was not sufficient to report as subgroup score.

N/A = Mean score or percentile not available.

## ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 8 Test Educational Records Bureau (ERB)

Edition/publication year 1992 and 2001-02 Publisher Educational Records Bureau

Number of students in the grade in which the test was administered See below by school year

Number of students who took the test All students—see below by school year

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X (Quartiles)

ERB—GRADE 8	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October
<b>SCHOOL SCORES</b>			
Number of students tested	38	20	19
Percent of total students tested	100.0%	100.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

### PERCENTILES BASED ON SUBURBAN NORMS (NOT NATIONAL NORMS)

ERB CATEGORY	TOP 23%			MIDDLE 54%			LOWEST 23%		
	2003	2002	2001	2003	2002	2001	2003	2002	2001
Verbal Reasoning*	45%	50%	43%	42%	40%	35%	13%	10%	22%
Vocabulary	43%	70%	47%	46%	15%	27%	11%	15%	26%
Reading Comprehension	29%	45%	48%	63%	50%	36%	8%	5%	16%
Writing Mechanics	36%	55%	48%	58%	25%	36%	6%	20%	16%
Writing Concepts and Skills**	24%	60%	64%	65%	30%	20%	11%	10%	16%
Quantitative Reasoning	61%	60%	58%	36%	35%	32%	3%	5%	10%
Mathematics	49%	70%	43%	48%	20%	46%	3%	10%	11%

\*Verbal Ability in 2001

\*\*Writing Process in 2001

## ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 7 Test Educational Records Bureau (ERB)

Edition/publication year 1992 and 2001-02 Publisher Educational Records Bureau

Number of students in the grade in which the test was administered See below by school year

Number of students who took the test All students—see below by school year

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒ X (Quartiles)

ERB—GRADE 7	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October
<b>SCHOOL SCORES</b>			
Number of students tested	42	40	23
Percent of total students tested	100.0%	100.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

### PERCENTILES BASED ON SUBURBAN NORMS (NOT NATIONAL NORMS)

ERB CATEGORY	TOP 23%			MIDDLE 54%			LOWEST 23%		
	2003	2002	2001	2003	2002	2001	2003	2002	2001
Verbal Reasoning*	44%	28%	43%	46%	56%	44%	10%	16%	13%
Vocabulary	43%	51%	48%	45%	43%	39%	12%	6%	13%
Reading Comprehension	62%	46%	57%	28%	41%	34%	10%	13%	9%
Writing Mechanics	46%	51%	52%	39%	38%	35%	15%	11%	13%
Writing Concepts and Skills**	42%	36%	44%	49%	44%	39%	9%	20%	17%
Quantitative Reasoning	59%	61%	65%	34%	28%	22%	7%	11%	13%
Mathematics	60%	41%	65%	36%	53%	27%	4%	6%	8%

\*Verbal Ability in 2001

\*\*Writing Process in 2001

## ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 6 Test Educational Records Bureau (ERB)

Edition/publication year 1992 and 2001-02 Publisher Educational Records Bureau

Number of students in the grade in which the test was administered See below by school year

Number of students who took the test All students—see below by school year

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X (Quartiles)

ERB—GRADE 6	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October
<b>SCHOOL SCORES</b>			
Number of students tested	47	39	39
Percent of total students tested	100.0%	100.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

### PERCENTILES BASED ON SUBURBAN NORMS (NOT NATIONAL NORMS)

ERB CATEGORY	TOP 23%			MIDDLE 54%			LOWEST 23%		
	2003	2002	2001	2003	2002	2001	2003	2002	2001
Verbal Reasoning*	53%	53%	41%	43%	36%	38%	4%	11%	21%
Vocabulary	52%	51%	46%	44%	39%	33%	4%	10%	21%
Reading Comprehension	45%	51%	36%	49%	44%	48%	6%	5%	16%
Writing Mechanics	47%	62%	54%	47%	25%	28%	6%	13%	18%
Writing Concepts and Skills**	48%	46%	36%	43%	43%	41%	9%	11%	23%
Quantitative Reasoning	66%	61%	57%	28%	36%	25%	6%	3%	18%
Mathematics	64%	66%	40%	28%	31%	51%	8%	3%	9%

\*Verbal Ability in 2001

\*\*Writing Process in 2001

## ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 5 Test Educational Records Bureau (ERB)

Edition/publication year 1992 and 2001-02 Publisher Educational Records Bureau

Number of students in the grade in which the test was administered See below by school year

Number of students who took the test All students—see below by school year

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X (Quartiles)

ERB—GRADE 5	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October
<b>SCHOOL SCORES</b>			
Number of students tested	46	35	31
Percent of total students tested	100.0%	100.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

### PERCENTILES BASED ON SUBURBAN NORMS (NOT NATIONAL NORMS)

ERB CATEGORY	TOP 23%			MIDDLE 54%			LOWEST 23%		
	2003	2002	2001	2003	2002	2001	2003	2002	2001
Verbal Reasoning*	44%	43%	31%	37%	48%	60%	19%	9%	9%
Vocabulary	53%	34%	33%	34%	57%	58%	13%	9%	9%
Reading Comprehension	36%	34%	51%	49%	57%	40%	15%	9%	9%
Writing Mechanics	42%	24%	58%	45%	67%	39%	13%	9%	3%
Writing Concepts and Skills**	39%	29%	49%	48%	56%	45%	13%	15%	6%
Quantitative Reasoning	52%	60%	46%	42%	31%	45%	6%	9%	9%
Mathematics	48%	54%	55%	45%	40%	39%	7%	6%	6%

\*Verbal Ability in 2001

\*\*Writing Process in 2001

## ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 4 Test Educational Records Bureau (ERB)

Edition/publication year 1992 and 2001-02 Publisher Educational Records Bureau

Number of students in the grade in which the test was administered See below by school year

Number of students who took the test All students—see below by school year

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X (Quartiles)

ERB—GRADE 4	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October
<b>SCHOOL SCORES</b>			
Number of students tested	24	24	24
Percent of total students tested	100.0%	100.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

### PERCENTILES BASED ON SUBURBAN NORMS (NOT NATIONAL NORMS)

ERB CATEGORY	TOP 23%			MIDDLE 54%			LOWEST 23%		
	2003	2002	2001	2003	2002	2001	2003	2002	2001
Auditory Comprehension	21%	38%	50%	71%	54%	33%	8%	8%	17%
Verbal Reasoning*	38%	59%	46%	58%	37%	33%	4%	4%	21%
Reading Comprehension	33%	51%	50%	59%	36%	42%	8%	13%	8%
Writing Mechanics	42%	59%	50%	54%	28%	38%	4%	13%	12%
Writing Concepts and Skills**	20%	34%	38%	63%	58%	46%	17%	8%	16%
Quantitative Reasoning	46%	50%	68%	50%	42%	20%	4%	8%	12%
Mathematics	50%	83%	71%	46%	13%	17%	4%	4%	12%

\*Verbal Ability in 2001

\*\*Writing Process in 2001



## ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 3 Test Educational Records Bureau (ERB)

Edition/publication year 1992 and 2001-02 Publisher Educational Records Bureau

Number of students in the grade in which the test was administered See below by school year

Number of students who took the test All students—see below by school year

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X (Quartiles)

ERB—GRADE 3	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October
<b>SCHOOL SCORES</b>			
Number of students tested	22	23	22
Percent of total students tested	100.0%	100.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

### PERCENTILES BASED ON SUBURBAN NORMS (NOT NATIONAL NORMS)

ERB CATEGORY	TOP 23%			MIDDLE 54%			LOWEST 23%		
	2003	2002	2001	2003	2002	2001	2003	2002	2001
Auditory Comprehension	54%	39%	28%	46%	53%	72%	0%	8%	0%
Reading Comprehension	41%	21%	50%	59%	75%	40%	0%	4%	10%
Word Analysis	60%	35%	64%	40%	61%	31%	0%	4%	5%
Writing Mechanics	55%	35%	55%	40%	52%	40%	5%	13%	5%
Mathematics	64%	48%	64%	36%	52%	36%	0%	0%	0%

## ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 2 Test Educational Records Bureau (ERB)

Edition/publication year 1992 and 2001-02 Publisher Educational Records Bureau

Number of students in the grade in which the test was administered See below by school year

Number of students who took the test All students—see below by school year

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X (Quartiles)

ERB—GRADE 2	2003-2004	2002-2003	2001-2002
Testing Month	October	October	Test Not Given
<b>SCHOOL SCORES</b>			
Number of students tested	19	20	22
Percent of total students tested	100.0%	100.0%	
Number of students excluded	0	0	
Percent of students excluded	0	0	

### PERCENTILES BASED ON SUBURBAN NORMS (NOT NATIONAL NORMS)

ERB CATEGORY	TOP 23%			MIDDLE 54%			LOWEST 23%		
	2003	2002		2003	2002		2003	2002	
Auditory Comprehension	32%	35%		57%	55%		11%	10%	
Reading Comprehension	23%	40%		54%	60%		23%	0%	
Word Analysis	48%	35%		31%	65%		21%	0%	
Mathematics	16%	50%		52%	45%		32%	5%	